DOCUMENT RESUME

ED 470 644 JC 020 788

TITLE	Focused Mid-Term Report.
INSTITUTION	Cypress Coll., CA.
PUB DATE	2002-00-00
NOTE	19p.; Appendixes are not included in the ERIC or pdf versions.
AVAILABLE FROM	For full text: http://www.cypresscollege.org/news/documents/accreditation2001.pdf.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*Accreditation (Institutions); *Community Colleges; *Educational Assessment; Strategic Planning; Two Year Colleges
IDENTIFIERS	*Cypress College CA

ABSTRACT

This Cypress College mid-term report has been prepared in response to recommendations that resulted from the Cypress College 1999 accrediting team visit and self-study. Those items requiring special focus by the Accrediting Commission are addressed first, followed by the individual recommendations by the team, and finally comments on the college's planning agenda as identified in the self-study. The items requiring special focus included: (1) a reorganization of the college's top administrative positions; (2) the creation of Director of Institutional Research and Research Analyst positions in the office of institutional research as well as targets for growth and a strategic plan for that office; and (3) the development of a college-wide strategic plan that is consistent with the college's mission and vision. Specific recommendations included: (1) a review of the college's educational philosophy and vision to ensure that it is clear to the public; (2) evaluations of curriculum development and approval as well as instructional quality assessment which are integrated with the college's planning, budgeting, and decision-making processes; and (3) a review of the administrative structure in student services in order to provide more stable leadership and a more cohesive student services program. (CB)

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Focused Mid-Term Report

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Statement of Report Preparation

The process used by Cypress College to prepare the Focused Mid-term Report involved input from a wide representation of the college. The initial proposed process for completing the report and the timeline was prepared by the Accreditation Liaison Officer and presented to the President's Advisory Council (PAC), the primary shared governance group at the college. The members of PAC distributed the information to each of the constituencies (administrators, academic senate, union faculty, adjunct union faculty, classified and students) represented in PAC. The outline was also distributed to the Deans and Directors of the campus who were asked to distribute it in their areas and respond with suggestions. All of the suggestions were compiled by the Accreditation Liaison Officer and presented in draft form to PAC on October 5, 2001. Final suggestions were incorporated into the draft and presented in final form to the Management Team on October 12, 2001, and to the PAC membership on October 18, 2001. The Mid-term Report was presented to the Board of Trustees for its approval at the October 23, 2001 Board meeting.

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President

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Mr. Jesse Saldana
President, Academic Senate

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Ms. Donna Miller
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Date: _____

Accreditation for Community and Junior Colleges
Western Association of Schools and Colleges

Cypress College
Focused Mid-Term Report

Introduction

This mid-term report has been prepared in response to recommendations that resulted from the Cypress College 1999 accrediting team visit and self-study. Those items requiring a special focus by the Accrediting Commission are addressed first, followed by the individual recommendations by the team, and finally comments on the college's planning agenda as identified in the self-study. Every effort was made to be as inclusive as possible in the responses in this report.

Several changes have occurred in the district and at the college that are not addressed in the recommendations. This response serves as an update on these changes within the North Orange County Community College District.

In the year 2000, a nationwide search was conducted for a Chancellor of the North Orange County Community College District. Dr. Jerome Hunter was selected for this position. Dr. Rod Fleeman, Vice Chancellor of Finance and Facilities, was also selected during that year. Along with Jeff Horsley, Vice Chancellor of Human Resources, these three top positions at the district are stable and providing new and invigorating leadership.

During this past year, three significant changes have occurred in the district. First, a ten-story former hospital building in the city of Anaheim has been purchased by the district to house the district offices, several courses and programs for the School of Continuing Education, and various courses provided by Fullerton College and Cypress College. This new state-of-the-art building will be a focal point for the district in the years to come.

Second, adjunct faculty have come to an agreement on representation at the bargaining table. The adjunct faculty have chosen the American Federation of Teachers (AFT) as their bargaining agent, and negotiations have just concluded for this first year. This will be the first time that the adjunct faculty will be represented, with the full-time faculty having long been represented by United Faculty.

Finally, SCT Banner is the integrated database chosen by the district to provide the real time data needed to make decisions by the district and to make access to information easier by staff and students. Banner implementation began in July 2001 and is continuing throughout this year. Change is always difficult, and the district has felt the strain of changing the way business is done at the colleges and the district.

This report will focus on three components. The first component will be a response to the requirements of the Accrediting Commission as specified in the commission's letter of June 21, 1999. The second component will address the recommendations by the 1999 accreditation team, and the third component will focus on the planning agenda in the self-study of 1998 -1999.

The Focused Mid-Term Report will be validated by an accreditation team visit on November 13, 2001. Several documents are referenced in this report. The larger ones will be available for review in the team room on November 13. Other references are included in the Appendix of this report, and they will be referenced as such in the document.

Special Focus of Report

1. **The college must first determine whether the administrative organization is designed appropriately to enable the institution to achieve its stated mission and goals. Once the structure is determined, then permanent appointments can be made to enable the institution to move forward and to carry out day-to-day administrative oversight (Standards 10B.2, 10B.3, 10.B.4, 5.1, 7.1).**

During the fall of 1999, the district began a review of the structure of the top administrative positions at both Cypress and Fullerton Colleges. After several meetings with various groups on campus and in consultation with both campuses, the district developed a new structure at the level of President and Vice President. Originally, there was one Executive Vice President of Student and Administrative Services on each campus, and the President was Chief Executive Officer and Chief Instructional Officer. The new design included a reorganization of those positions and added a second vice president.

The Presidents of both campuses became the Chief Executive Officers, and the position of Executive Vice President, Educational Programs and Student Services, was created. This person oversees both instruction and student services. The Vice President, Educational Support and Planning, was created and identified as the new position. The vice president is responsible for research and planning as well as maintenance and operations, campus security and technology. The position of Director, Budget and Finance, a position that had existed at Fullerton College but not Cypress College, was also established and funded.

Permanent appointments have been made in these positions, and the institution is moving forward in a much more efficient manner (Appendix A.1: Organization Charts).

2. **The college and the district need to address issues of planning and research so that they can develop a culture of evidence and demonstrate accountability. The college should consider integrating several of its different plans and then relying on the integrated plans for resource allocation at the college. The college should consider a way to incorporate the research function into its on-going funding so that there is long-term stability for both planning and research (Standard 3A.1, 3A.2, 3C.3, 3,4D, 1.5.10, 10C.1).**

Cypress College created the position of Director, Institutional Research, in the spring of 2000, and a Director was hired. A second position, that of a Research Analyst, was created and filled in Spring 2001. Targets for growth were established, and outcomes were measured in the number of transfers, degrees and certificates, successful course completion rates, workforce development, and students progressing in basic skills.

The college strategic plan was developed during the spring semester, 2000 to cover the years from Fall 2000 through Spring 2004 (Reference: Strategic Plan). The Strategic Plan was developed through integrated discussions involving all groups on campus including the Fall 1999 Colloquium, Fall 1999 meeting of the Leadership Team, Fall 1999

Community Advisory Group, the Spring 2000 Opening Day all-college meeting, the May 2000 Planning Assembly, the August 2000 Management Retreat, and the Fall 2000 Community Advisory Group meeting. The Strategic Plan was reviewed, adopted and approved by the various shared governance groups on campus. Action plans, targets and people responsible were also identified in subsequent meetings. The committee responsible for the Strategic Plan implementation became the Budget and Planning Committee. The six Directions of the Strategic Plan became the responsibility of individual members of the Budget and Planning Committee. Coordination of the Strategic Plan is the role of the committee during the fall semester.

In Fall 2000, the Budget and Planning Committee invited those people responsible for categorical grants on campus to address the committee in regards to available budgets and requirements of the grant. Several of those people were invited to participate as resource members of the Budget and Planning Committee. These resource members are responsible for VTEA, Title III, Staff Development, Student Services (EOPS, Matriculation, etc.), Technology, and the Foundation. These areas require specific plans to be submitted each year to ensure funding. The purpose of inviting these people as resources to Budget and Planning is to insure integration of all these various plans into the campus strategic plan. Copies of each of these specific plans are also being housed with Budget and Planning for referral, if needed.

When instructions and forms for budget requests go out to the campus community, all areas are asked to tie each request to a specific direction of the Strategic Plan (Appendix A2: Budget Development Instructions and Forms). In the spring, Budget and Planning identifies and prioritizes requests based upon the implementation of the Strategic Plan. The next step is to identify funding of the requests using all available sources controlled by Budget and Planning and its resource people. Each individual involved is responsible for cooperating with grant criteria and trying to fund as many campus projects as possible with all available funding. In the past, duplication of requests often occurred as individuals went to all available sources of funding. The plan was designed to prevent this duplication by having all budget requests submitted to Budget and Planning.

The Vice President of Educational Support and Planning is a member of the Budget and Planning Committee, which is chaired by the Director of Budget and Finance (Appendix A3: Membership of Budget and Planning Committee). The vice president and director work together so that planning occurs in the fall semester with the committee, and the budget, according to the plan, is developed in the spring semester.

The research function is incorporated into the planning and budgeting process primarily through the quality review of instructional programs. The Instructional Quality Assessment (IQA) is a program review process where all programs are reviewed on a four-year cycle (Reference: IQA Report). Each department is provided with research data involving the number of students in courses within the program, successful course completion within the program, and where the department ranks within the division in enrollment and retention (Reference: Data Notebook). Each department is asked to develop goals to improve in these areas and is provided a budget allocation to support the goals.

Research reports have also helped to guide decisions in enrollment growth. The Noel-Levitz consultants have conducted qualitative and quantitative research on the campus

involving students and staff. Their reports on the student satisfaction inventory and the marketing analysis have influenced decisions regarding the way we do business. The campus climate surveys conducted in Fall 2000 identified levels of student and staff satisfaction and are being used to make decisions regarding improvements in the climate of the campus (Reference: Noel-Levitz Reports, Campus Climate Reports).

The Strategic Plan has incorporated action plans, timelines, and targets for each of the directions. The researcher helped to identify the appropriate targets for each goal and how they can be measured. In May 2002, an interim assessment will be made to see how well we are reaching our targets.

Targets have also been set for the college in regards to the five Partnership For Excellence goals for improvement: transfer, degrees and certificates, successful course completion, vocational development and basic skills. State reports are published each year indicating where each district stands in relation to these goals. The researcher plays an integral role in analyzing and clarifying data received from the state (Reference: Partnership For Excellence Reports).

3. **Cypress College should review its educational philosophy and vision to ensure that its mission is clear to the public, that it identifies its educational purpose, and that its purpose is related to the district mission (Standard 1).**

During the spring semester, 2000, several meetings were held to develop a new Strategic Plan. During these meetings, the vision statement was revisited as well, and a mission statement was written. The Strategic Plan revision included adding a sixth direction for the college. Each of the directions was revisited, and new outcomes were agreed upon. The Cypress College mission that was approved states:

> Cypress College is committed to promoting student success and contributing to intercultural understanding and the economic development of the surrounding community. The college offers certificate, degree, vocational, and transfer education, as well as developmental and student services programs, in a student-centered learning environment.

The vision and mission statements are currently found in the catalog.

The vision and mission of the college is directly related to the district mission. The district mission states:

> The mission of the North Orange County Community College District is to provide a comprehensive program of educational opportunities and services that reflect our focus on access, academic excellence, student success, and lifelong learning. Cypress College and Fullerton College will offer associate degrees, vocational certificates, and transfer education, as well as developmental instruction and a broad array of specialized training. The School of Continuing Education will offer non-college credit programs including high school diploma completion, basic skills, vocational certificates, and self-development courses. Specific activities in both the colleges and School of Continuing Education will be directed toward economic development within the community.

Responses to Recommendations from Accreditation Team Visit

The following section identifies the recommendation cited, followed by a response, assessment and then plan for the next three years.

1.1 Recommendation: Cypress College should review its educational philosophy and vision to ensure that its mission is clear to the public, that it identifies its educational purpose, and that its purpose is related to the district mission (Standard 1).

Response: The college has developed a mission statement to read:

> Cypress College is committed to promoting student success and contributing to intercultural understanding and the economic development of the surrounding community. The college offers certificate, degree, vocational, and transfer education, as well as developmental and student services programs, in a student-centered learning environment.

The mission statement was first written in the spring semester, 2000 as a result of the work produced from the May Planning Assembly. The college has had a vision statement and a college philosophy, but not a mission statement. The mission statement was developed along with the new strategic plan for 2000-2004. The mission and plan were developed with extensive involvement of all parts of the campus community including faculty, staff, students, administrators, and a community advisory group. Seven different opportunities were used to identify and refine the vision, mission, and strategic plan of the campus. From the opening day venue to the Planning Assembly, all groups had opportunities to write and refine the vision, mission, and strategic plan beginning with the Fall 1999 colloquium through the final campus approval in October 2000. The entire Strategic Plan was presented to the Board of Trustees in Fall 2000; however, the Board was not asked to formally approve the mission statement until October 2001.

As a part of the development of the Strategic Plan, it was determined that the vision and mission statements were sufficient and that a statement of educational philosophy was no longer needed.

The district revised its mission statement on June 12, 2001 to read:

> The mission of the North Orange County Community College District is to provide a comprehensive program of educational opportunities and services that reflect our focus on access, academic excellence, student success, and lifelong learning. Cypress College and Fullerton College will offer associate degrees, vocational certificates, and transfer education, as well as developmental instruction and a broad array of specialized training. The School of Continuing Education will offer non-college credit programs including high school diploma completion, basic skills, vocational certificates, and self-development courses. Specific activities in both the colleges and School of Continuing Education will be directed toward economic development within the community.

Assessment: The vision provides the focus for what we do: "Building a college-wide learning community for student success." The vision was rewritten to include the term "student success" as part of the development of the Strategic Plan and in response to the desire to put students first. The mission clearly identifies our educational purpose. By including the vision and mission statements in the catalog, the college informs the public what our purpose is and what kind of institution we are striving to become.

Plan: Review the vision and mission statements in two years when the next Strategic Plan is being developed.

4.1 Recommendation: (1) Curriculum development, (2) curriculum approval, and (3) Instructional Quality Assessment should be evaluated with two goals in mind: a) encouraging program currency and new program development to meet changing labor market needs; and b) thorough integration into the college's planning, budgeting, and decision-making processes (Standard 4).

Response: The college has been evaluating vocational program outcomes in relation to labor market needs and developing new certificates to meet those needs. The college has also been working diligently to tie resources to goals identified within the quality review program. Steps have been taken to improve the responsiveness to changes in the curriculum by establishing a "Fast Track" process by which curriculum can be introduced to the curriculum committee, discussed, approved, submitted to the Board of Trustees, and then offered the very next semester (Reference: Fast Track Curriculum Process). The curriculum and programs in the vocational divisions are also being reviewed in relation to meeting labor market needs by an external consultant who has the expertise needed to complete this project by analyzing Cypress College VTEA core measures against VTEA state standards.

The curriculum process takes into consideration the need for additional resources to be allocated for a new course or program. Specific questions are asked regarding this in the curriculum approval process. Major budgetary implications are then presented to the Budget and Planning Committee.

The Instructional Quality Assessment process has also been reviewed. Data have been provided for program review that indicate students' successful course completion, graduation, and completion rates for department analysis and response. Goals were established based upon this evidence, and financial support has been provided to achieve these goals over a four-year time frame (Reference: IQA Report). These reports were also provided to Budget and Planning for integration into funding to meet the Strategic Plan.

Assessment: Curriculum development and curriculum approval have been an arduous process on the campus. The faculty have been disillusioned because of the length of time it takes for a new course to be approved within a multi-campus district such as the North Orange County Community College District. It is hoped that the Fast Track process will improve the situation. The increase in numbers of courses presented to the curriculum

committee for approval should indicate if the shorter time frame has been helpful to faculty. The new Banner System has also created challenges in this area and has been time consuming to implement. As in any major change, it takes time to work out the problems.

Last year was the first time that departments undergoing program review (IQA) had data about their courses to develop concrete goals over the next four years. The faculty involved were very excited to find out there was funding tied to the development of goals involving improvement in student outcomes. The IQA Committee was also excited to have involvement in how the money was used to support department goals. Grants allocated as a result of IQA departmental studies have resulted in both new course proposals/adoptions and course revisions.

Plan: There are ongoing efforts at several decision-making levels to streamline the curriculum adoption process at both the campus and departmental levels. The results provided by the research consultant regarding the vocational programs will provide the data necessary to develop new programs to meet labor market needs, and discontinue programs that no longer meet community needs.

5.1 Recommendation: The major recommendation regarding administrative structure also affects Student Services. The college should review the administrative structure in Student Services with the goal of providing stable leadership and a cohesive student services program (Standards 5.6,5.10).

Response: The college has completed its reorganization of the top administrative structure to support three student services deans who report to the Executive Vice President, Educational Programs and Student Services. Three permanent positions have been filled in the area of student services, which include the Dean of Admissions and Records, the Dean of Counseling and Student Development, and the Dean of Student Support Services. After a year of implementation, an integrated database has been installed on the campus, which will provide better access to data on all students. Title III has also supported a student tracking system that has been in place for over a year. This new integration of data should provide information for all student service sites, which will prevent continuous replication of basic information and make data accessible for timely student advising.

Assessment: The reorganization of responsibilities at the vice president level, which included the establishment of an Executive Vice President (EVP) and Vice President of Educational Support and Planning, integrated instruction and student services for a more collaborative approach to student success. One year after this new organizational structure was implemented, members of the Management Team were asked to evaluate it. Positive comments included the following: 1) greater sense of teamwork between instruction and student services; 2) more timely decision-making; and 3) more efficiency in administration of facilities, personnel, and budget. Other employees at the college have also expressed strong support for the new organizational structure. The concerns that were expressed were primarily related to deans' responsibilities, an issue that is being addressed in Fall 2001. There was also some concern that managers in student

services needed to continue to have separate meetings. The EVP is addressing this concern.

As a result of the college's work with consultants from Noel-Levitz, a Student Satisfaction Inventory was conducted in Spring 2001, which indicated that academic advising was extremely important and ranked number one among day students and number two with evening students. There were several strengths noted in the report but areas needing improvement related to three areas: class availability, safety and security, and academic advising. According to statements made in focus groups, students expect assistance with planning their goals (Appendix 5.1: Student Satisfaction Inventory Summary). Program review for student services has not been completed at this time. This assessment will allow the college to evaluate how well we are serving students.

Plan: The Executive Vice President will begin the process of working with the student services personnel and the researcher in developing a program review plan during the spring semester of 2002.

5.2 Recommendation: Cypress College should seek to identify and develop a common area (e.g. student union/center/cafeteria) or find other means to increase opportunities for the diverse student groups to interact informally (Standard 5.7,8.1).

Response: A plan is in place to develop a student center with student services, food services, and student activities in the heart of the campus where students can meet and interact informally (Reference: Student Access Plan). An architectural firm was contracted to develop a plan for the campus for two reasons: to develop a well-defined front door to the campus, and to develop a center for student life. The pond provides a focal point for gathering, and student activities would move to a location near to the pond. The bookstore and cafeteria would also be located adjacent to the pond with an outdoor eating area on the plaza. An amphitheater is planned on the far side of the pond for student gatherings as well. The Center for Intercultural Understanding needs a central place for informational meetings for students interested in Study Abroad programs, the multicultural video dialog with the Orange County Human Relations Commission, and for a better support system for international students. The Associated Students need greater contact with larger numbers of students in order to incorporate participation of more students in meetings, clubs, and opportunities in leadership. This center would provide a convenient location for all these activities, as well as a place for informed interaction. The African Heritage Festival and the Puente Program would also use this new location for many of their sponsored activities.

Assessment: Students have not had a convenient center for gathering because the campus was designed using a decentralized house system. Students want and need a place to gather. Without it, few students "hang around." They come in for class and leave. Students continue to request a new student center, but a facility of this kind does not qualify for state funding and thus has not been implemented.

Plan: The plan to redefine space and create a new student center will be one of the projects funded if the proposed bond measure is passed in the March 2002 election.

Until the student center is built, the college will continue to offer programs and activities in various settings so that diverse students can interact.

6.1 Recommendation: Cypress College should consider incorporating a long-term funding plan for the fiscal support of the college library as part of the regular college budget (Standard 6.2).

Response: The library continues to be at the top of the list for funding each year. The Budget and Planning Committee is in the process of reorganizing how funding is determined to move the college forward. There appear to be two areas that need a campus commitment before funding for the rest of the campus is decided each year. Those two areas are the library funding and support of campus-wide technology agreements.

While the library does not yet have a long-term funding plan, it has received funding from various sources each year. Funding is received from the general fund, block grant, instructional equipment, TTIP, PFE, and some earned income from copiers and fines (Appendix 6.1: Library Funding Sources).

Assessment: Until 1989, the library was a line item in the budget and funding decisions were made based on priorities set by the Budget Committee. Since that time, the library needs have been integrated with the instructional needs of the campus and the library has had to demonstrate its need for books each year. At this time, there is consensus for a line item for the library.

Plan: The Budget and Planning Committee will continue to evaluate the funding mechanism for the college. The college is in a transition year to move planning ahead of the budget process to support decision-making at the college. The library will be a priority in the next increase to the cash allocation on the campus. Having a line item in place for the library should occur by the time the next self-study is written.

7.1 Recommendation: The college should examine and evaluate its entire staffing pattern to ensure that it can provide adequate support for its educational programs and services (Standards 7.A.1, B.1, 8.3).

Response: Since the accreditation team visit in 1999, there have been a number of changes in staffing. Fifty-six new faculty including counselors, have been hired in replacement or growth positions; administrative positions have stabilized and increased; and the number of classified staff members has increased. In the area of administration, new permanent positions include a Vice President of Educational Support and Planning, a Director of Institutional Research, a Public Information Officer, a Director of Budget and Finance, a Director of Academic Computing, and a Director of Campus Security. The Executive Vice President position has been reorganized to oversee instruction and student services.

In the fall semester of 2000, a classified needs assessment was conducted using a shared governance process (Appendix 7.1: New Classified Position Requests and Classified Position Prioritization). The need for a number of new positions was identified during this assessment. The Budget and Planning Committee developed the final prioritized list of needs for the campus and forwarded their recommendations to the President's Advisory Cabinet for approval. Funding was made available for hiring, and 19 new positions were filled, while 15 positions had an increase in the months or percentage employed.

Assessment: The four new director positions have enhanced the status and technical aspects of their respective departments and have provided the human resources needed to help the college move forward in directions that have long been identified. The Public Information Officer has provided much needed direction and support to marketing and outreach efforts.

In the early 1990's, the campus suffered several cutbacks from which it never fully recovered. Among those cutbacks were classified positions that were eliminated or reduced from 12 months to 10 months. The restoration of several of those positions to 12 months and the addition of new positions have allowed student services to extend their hours of operation in several areas on campus. New custodial positions have not only enhanced the cleanliness and appearance of the campus but have a value-added benefit of improved morale across the campus.

Plan: Currently, the college is reviewing the deans' level positions and responsibilities. Hiring for four dean positions in Spring 2002 makes it an opportune time to review the structure at the mid-management level. Another Classified Needs Assessment will be conducted in two years to update the campus needs to reflect changes to support for the campus.

9.1 Recommendation: The college should consider assigning managerial responsibilities for the budget to an individual who will then be able to coordinate financial matters and disseminate the information to appropriate personnel on the campus and be an advocate for the college at the district level (Standards 9.A.1, A.2, A.3, 9.B.1, B.6, 10.B).

Response: The position of Director of Budget and Finance has been established, and a person has been hired with responsibility for the campus budget. The director is the chairperson of the Budget and Planning Committee and in that capacity, works with others to arrive at campus decisions in a consultative manner. The director also oversees spending of categorical grants and has direct responsibility for the general budget of the campus. The director participates in regular finance meetings at the district, develops the campus contribution to the proposed district budget allocation, and is also a member of the District Planning Council. A second accounting technician in Business and Auxiliary Services has also been hired.

Assessment: The Director of Budget and Finance was hired in February 2000 and has been very effective in that position. The director has been able to assume full responsibility for the budget and provide budget analysis and projections so that

decisions can be made based upon the data. Two projects completed as a result of the director's input are the elimination of the food service debt and the paving of the parking lots. The additional revenue generated by raising the parking fees has been used to hire a Director of Campus Security and two additional officers, to improve security on campus.

Plan: None

10.1 Recommendation: As soon as an effective district plan becomes available, the college should consider integrating its strategic plan with the district strategic plan (Standard 10.C.1).

Response: The Master Plan for the district, as well as both colleges and the School of Continuing Education has been completed. The Board of Trustees approved the plan on June 22, 1999.

Assessment: The Master Plan is currently driving decisions to move and reorganize facilities for the district and the School of Continuing Education. The Cypress College Strategic Plan supports the Master Plan.

Plan: Revisit the Master Plan before the college Strategic Plan begins another four-year cycle.

Status of the Self-Study Planning Agenda

The self-study for the accreditation team visit in 1999 included several areas of planning that the campus intended to address over the next six years. The following report indicates the status of these plans in the following seven areas.

1. **Personnel:** During these past three years, several improvements have been made in the area of personnel. The positions of Vice President, Educational Support and Planning, Director of Institutional Research, Public Information Officer, Director of Budget and Finance, Director of Campus Security, and Director of Academic Computing have been added to the management team at Cypress College. All of these positions have been filled with permanent assignments. The positions of President and Executive Vice President have also been filled with permanent positions, and their responsibilities have been changed (Appendix A.1: Organizational Charts).

A classified needs assessment was completed in the fall of 2000, and several positions that surfaced as priorities were funded (Appendix 7.1: New Classified Position Requests and Classified Position Prioritizations).

2. **Technology:** An integrated database has been installed in the district which has allowed internet access at Cypress and Fullerton Colleges, the School of Continuing Education, and the district. All staff have access to e-mail and to the website. Many campus classrooms and open labs have access to the internet, and the number of technology support staff has increased as a result of the classified staff needs assessment and subsequent funding of these top priority positions (Appendix C.1: Technology Support Positions Approved).

There is a three-year plan to provide all full-time faculty with computers. The first year of the funding has provided approximately one-third of the faculty with computers. Several refurbished computers have also been placed in each division office for full-time and adjunct faculty to use to access the integrated database for downloading rosters and submitting grades. Over 90 telephones have been purchased and installed in faculty offices where faculty had no telephone to receive voicemail from students or to contact students.

An on-line coordinator has been named to write guidelines for the development of on-line classes. She has also developed an on-line training course that all faculty who plan to teach on-line must complete before offering a course on-line. The course offerings have increased from three in 2000 to 15 on-line sections of courses offered in Fall 2001. Hybrid instruction (using the internet and class meetings) is now widely used by faculty on campus (Appendix C.2: Online Courses Offered).

The Teaching Learning Center has been established and is very busy providing technology courses sponsored by Staff Development and one-on-one instruction in constructing a web page. Staff Development has also sent many faculty and staff to technology conferences to improve their skills.

3. **Policy:** A district committee is currently revising the district administrative hiring policy. All other district policies are undergoing revision at this time under the auspices of the Chancellor's Cabinet, a district shared governance group. The district has contracted with the Community College League of California to provide a common template for policies, making it easier for policies to be written and revised, and assuring that they are in compliance with state and federal law.

4. **Funding:** Several sources of funding ensure that the college progresses and meets the challenges of providing high-quality instruction and support services. State monies, as well as state and federal grants and donations through the Foundation, provide funding for the college. A new Executive Director, Foundation and Community Relations, with previous fundraising experience, has recently been hired. His goal is to significantly increase the amount of money raised by the Foundation (References: 2000-01 Budget, 2001-02 Budget).

The long term, unfunded employee benefits issue is being addressed in negotiations.

5. **Services:** Services to students have improved. Funding has allowed for hourly support and new positions to keep services open longer and more days for students. The open computer labs are now open for students in the evening and on Saturday. The library has increased hours of operation to include Saturdays, summer school, and January intersession. New library services include on-line services to students with electronic databases, increased computers for student use, and the development of a 16-station computer room for orientations. The campus has standardized all student services to be open Monday through Friday from at least 8 a.m. to 5 p.m. The Assessment Center serves students through computerized testing. Learning communities and additional funding to provide tutors and supplemental instruction have provided avenues to success for students. New programs such as the Teacher Preparation Program and Service Learning have been implemented to help students transfer to universities (References: Program Descriptions, Student Handbook).

6. **Facilities**: The Maintenance and Operations office has relocated to an area central to the campus. The Scheduled Maintenance Plan has been optimized through district coordination to allow the maximum number of projects to be approved by the state on a yearly basis. The new Building Maintenance Plan on campus has operationalized the preventive maintenance of each building into an organized plan (Reference: Building Maintenance Plan). This has increased the deans' participation and development of priorities for maintenance of the building. There is a more efficient use of the trades as all workers contribute to the completion of maintenance services in each building in a systematic approach. Several new positions such as the communications electrician, four custodians, and two groundskeepers in the department have helped to achieve much better conditions on campus.

7. **Planning:** The transition of the Budget and Planning Committee from a budget committee to a planning committee requires a long process of change. Several changes (Reference: page 5 this report, #2 Special Focus) have occurred which provide the promise that planning will precede budgeting. The campus is continuing to work on this issue. The Strategic Plan, however, is being operationalized, and targets, timelines, and action plans have been developed.

Conclusion

Since the accrediting team visited Cypress College in March 1999, the college has made significant progress in responding to the team's recommendations and to its own planning agenda. The college has also responded to the Accrediting Commission's three recommendations as listed in the Commission's June 21, 1999, letter reaffirming the college's accreditation.

The administrative structure has been reorganized and expanded, and interim positions that existed at the time of the team's visit have been filled. Currently, there are two interim deans in place, as a result of retirements. The college is reviewing all deans' responsibilities in Fall 2001 in preparation for filling these deans' positions, plus two more positions to be created by anticipated retirements, effective July 1, 2002.

The Strategic Plan 2000-2004 is in place and is guiding decision-making. Planning, research, and resource allocation are all being brought together into one process.

The newly revised vision statement and new mission statement have received full college and Board approval. Together they have replaced the former educational philosophy statement. The college uses the vision statement in a variety of documents and in public statements to emphasize the focus on student success.

The recommendations of the accrediting tram and the college's own planning agenda have also resulted in positive change as documented in this Focused Mid-Term Report.

In addition, an increased emphasis on outreach and marketing has resulted in enrollment growth in Summer and Fall 2001.

The college appreciates the Accrediting Commission's guidance in helping it to improve during the last two and a half years.

Appendices

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